DOCUMENT RESUME

ED 243 554 JC 840 233

AUTHOR Riley, Michelle
TITLE The Community College General Academic Assessment: Los Angeles District, 1983.
INSTITUTION Center for the Study of Community Colleges, Los Angeles, Calif.
PUB DATE 15 Feb 84
NOTE 72p.
PUB TYPE Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160) -- Statistical Data (110)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Achievement Tests; *College Transfer Students; Community Colleges; Correlation; Educational Background; *Liberal Arts; Multicampus Districts; Race; Scores; *Student Characteristics; Two Year Colleges; *Two Year College Students
IDENTIFIERS *General Academic Assessment; *Los Angeles Community Colleges CA

ABSTRACT

Information is provided on the characteristics of Los Angeles Community College District (LACCD) students and their general education and liberal arts knowledge. The first sections of the report provide information on the development and administration of the General Academic Assessment (GAA), an instrument containing representative items in the humanities, sciences, social sciences, mathematics, and English usage; and background items about the students' age, college credits earned, educational and occupational aspirations, self-assessment of skills, and liberal arts background. Next, the characteristics of the sample of 3,729 LACCD students who completed the GAA (representing 3% of the total district population) are outlined by campus. The bulk of the report consists of a tabular presentation of findings, covering: (1) means on GAA scales by age, number of completed college units, location of high school from which student graduated, highest degree held, when student anticipates receiving the associate degree, reason for attending college, race, whether or not English is the native language, career aspirations, and self-rating on scale-related skills; (2) means and percent change of means on GAA scales by number of completed courses in scale-related curriculum, and on total liberal arts scale by total number of completed college units; (3) number of completed math, English, social science, humanities, science, and total courses by race; and (4) means on discipline scales by race and related courses taken. Sample GAA items are included. (HB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED243554

THE COMMUNITY COLLEGE GENERAL ACADEMIC ASSESSMENT: LOS ANGELES DISTRICT, 1983

Michelle Riley

Center for the Study of Community Colleges
Los Angeles, California

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

A. M. Cohen

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

JC 840 233

CENTER FOR THE STUDY OF COMMUNITY COLLEGES
A NON-PROFIT CORPORATION

ARTHUR M. COHEN
JOHN LOMBARDI
FLORENCE B. BRAWER

1047 GAYLEY AVENUE, SUITE 205
LOS ANGELES, CALIFORNIA 90024
(213) 208-6088

February 15, 1984

THE COMMUNITY COLLEGE GENERAL ACADEMIC ASSESSMENT: LOS ANGELES DISTRICT, 1983

A Report Compiled by Michelle Riley

BACKGROUND AND PURPOSE

Since 1974 the Center for the Study of Community Colleges has been tracing trends in the liberal arts and transfer education by surveying students, faculty, curriculum, and instructional practices. The Center staff has conducted national studies of faculty, curriculum and instruction; surveyed regional cohorts of students; visited numerous colleges; sponsored workshops to bring people together to share ideas; and disseminated information through papers, conference speeches, and publications.

The various surveys and intensive studies yielded information on course requirements, student and faculty attitudes and demography, instructional practices, curricular sequences, and reasons for the rise and fall of the liberal arts and general education. But a complete picture could not yet be drawn. How much were the students learning? What did they know about science, social science, and the humanities? The extent of student knowledge -- the purpose of the enterprise -- was still unclear.

There seemed a need for a way of assessing students' knowledge of the liberal arts -- not course-specific knowledge, not knowledge for the purpose of placing students in courses, diagnosing their weaknesses, or comparing them with their fellows. The need was for a procedure to gain information that could be used in program planning and in apprising staff, clients, and constituents of the learning manifested by students who had taken liberal arts and general education courses in community colleges.

Accordingly, the Center staff developed and field-tested a student survey and general academic assessment that yields information about student knowledge in general education and the liberal arts. This General Academic Assessment (GAA) has representative numbers of items in the humanities, sciences, social sciences, mathematics, and English usage. In addition, it contains such background items about the students as age, the number of college credits earned, educational and occupational aspirations, self-assessment of their skills, and the number of liberal-arts courses taken.

The GAA was designed for use in community colleges. It assesses learning of cohorts of students, not the learning of individual students enrolled in certain classes. It will not be administered to students in universities nor will its results be compared with scores made on other assessments. It is for use in community colleges by community college educators as an aid to informing decisions about curricular modifications and estimating institutional outcomes.

SPECIFICATIONS

Source of Items

The questions in the demographic portion of the GAA were gleaned from questions that proved useful in the Center's 1980 and 1981 surveys of more than 12,000 students in Washington State and Los Angeles. Many of the questions on students' self-ratings of their academic abilities were extrapolated from the concepts defined by the groups working on Skills for Living in Dallas, associate degree and general education requirements in Los Angeles, the Arts and Sciences in the Maricopa District, and the Core Curriculum Approach to General Education in Miami. The item regarding race was entered upon request of Los Angeles District.

Items for the content portion were drawn from several sources. The National Assessment of Educational Progress provided numerous usable items in science, social science, and mathematics. Educational Testing Service made items in the humanities and social sciences available on loan for purposes of this project. The City Colleges of Chicago provided items in English usage. And Miami-Dade provided items in the humanities. Center staff members culled the items with the help of instructors and counselors from several California community colleges. Final selection was made by panels of staff members from colleges in Chicago, Dallas, Los Angeles, Miami, Phoenix, and St. Louis.

The current survey forms include 18 demographic and student experience questions and 57 items in humanities, 60 in English usage, 53 in mathematics, 59 in science, and 71 in social science.

Sampling

The sample was obtained by taking every thirtieth eligible class section in each of the nine college's Fall, 1983 schedule of classes. In order to avoid bias due to the order in which courses were listed, a different starting point was randomly chosen for each schedule. Only sections with academic transfer-credits were eligible, hence did not include remedial classes, vocational-technical classes, adult education, or community services courses. Due to anticipated problems with the logistics of administering the survey, also excluded were: Laboratories and workshops, physical education, independent or directed studies, field studies, open entry-exit courses, and off-campus courses.

The class section was used as the unit of sampling because it is the most feasible way of administering a survey to the target population, community college students. It therefore achieves a random sample of students enrolled in transfer courses. However, it has the disadvantage of skewing the sample in the direction of full-time students. For instance, a student taking four classes has four times as many chances of being in a sampled class section as a student taking only one class. Nevertheless, the sample, based on duplicated headcount, is an accurate representation since the full-time students represent higher proportions of the full-time-equivalent enrollment in the district.

Administration

The survey is subdivided into five forms with each form taking approximately 50 minutes to complete. Students in each selected class were given one of the five forms on a random basis. Thus, the students could complete the assessment during one class period.

The administration and scoring procedures for the GAA are such that information is gained about cohorts of students, not about individuals. Specifically:

five equivalent forms are distributed at random to students to complete within a fifty-minute class period;

each form includes items in humanities, science, social science, mathematics, and English usage;

separate scores are tallied for each of the five areas.

A total of 5,908 questionnaires were sent to the nine colleges, which administered the survey during the weeks of October 17 and 24. Of these, 3,729 were returned, a return rate of 63 percent which represented 3 percent of the total district enrollment. The average time the students took to complete the questionnaire was 49 minutes.

Data Processing and Analysis

The first step in data processing and analysis involved converting the responses on the answer sheets to the proper numeric codes; each case was assigned 2 codes designating college and questionnaire form and letter codes were converted to numbers such that A=1, etc. Once all answer sheets were cleaned in this manner, their data were punched onto computer cards, set up into five files (one for each form), and then put onto magnetic tape.

In the second step, the data were analyzed, using a prepackaged computer program known as the Statistical Package for the Social Sciences (S.P.S.S.). The cumulative scale scores for Math, Literacy, Science, Humanities, Social Science, and Total Liberal Arts were calculated for each form's file and converted to be made comparable across forms, according to the following procedure: the individual items that make up the scales were recoded so that the correct answer equaled 1 and any other answer equaled 0. Then, scores for the Math, Literacy, Science, Humanities, and Social Science scales were computed by adding the values (0 or 1) for all items comprising the scale, then dividing the total by the number of items in the scale, multiplying by 10, and rounding to the nearest integer. The last three operations were to make the scale scores comparable across all forms, standardizing the scales so that all had a value range of 1 to 10. The Total Liberal Arts Score was computed by adding the scores on the five field scales.

These cumulative scale scores, and the accompanying background data for each case, were then output from the five form files and combined into one computer file for the entire sample. This combined file was used to generate all analyses for this report.

SAMPLE CHARACTERISTICS

Total Sample

The sample of Los Angeles Community College district students (N=3,729) for the General Academic Assessment survey revealed the following percentage distributions of background characteristics:

Age: 20 or less, 36 percent; 21-30, 43 percent; 31-40, 13 percent; 41-50, 5 percent; Over 50, 3 percent (n=3,621).
Total Number of Completed Units: 0-14, 31 percent; 15-29, 20 percent; 30-44, 18 percent; 45-59, 12 percent; 60 or more, 19 percent (n=3,375).
Number of Completed English Courses: none, 39 percent; one, 25 percent; two, 19 percent; three or more, 17 percent (n=3,480).
Number of Completed Humanities Courses: none, 36 percent; one, 19 percent; two, 14 percent; three or more, 31 percent (n=3,465).
Number of Completed Science Courses: none, 48 percent; one, 21 percent; two, 12 percent; three or more, 19 percent (n=3,470).
Number of Completed Math Courses: none, 46 percent; one, 20 percent; two, 14 percent; three or more, 20 percent (n=3,470).
Number of Completed Social Science Courses: none, 37 percent; one, 20 percent; two, 16 percent; three or more, 27 percent (n=3,471).
Highest Degree Held: A.A., 7 percent; bachelor's, 5 percent; advanced degree, 3 percent; none, 85 percent (n=3,662).
When Plan to Earn A.A. Degree: June, 1984, 27 percent; June, 1985 or later, 55 percent; not working toward A.A., 18 percent (n=3,264).
Reason for Attending College: to prepare for transfer to a four-year college or university, 56 percent; to gain skills necessary to enter a specific occupation, 25 percent; to gain skills necessary to advance in a current occupation, 10 percent; to satisfy a personal interest, 9 percent (n=3,619).
Race: Asian, 15 percent; Black, 19 percent; Hispanic, 21 percent; White, 40 percent; Other, 5 percent (n=3,666).
Whether or Not English is the Native Language or Language Ordinarily Spoken in the Home: Yes, 74 percent; No, 26 percent (n=3,695).
Career Aspirations: advanced degree professions, 23 percent; allied health, 8 percent; applied arts, 12 percent; business operations, 6 percent; management and sales, 7 percent; social service, 11 percent; technologies, 14 percent; trades and crafts, 2 percent; not listed, 11 percent; not sure, 6 percent (n=3,729).
College: Trade-Tech, 5 percent; L.A. City, 21 percent; Mission, 3 percent; East L.A., 14 percent; Harbor, 12 percent; Pierce, 10 percent; Valley, 23 percent; Southwest, 6 percent; West L.A., 6 percent (n=3,729).

In regards to assessing the representiveness of the sample, comparable data on the entire Los Angeles District community college student population is unavailable for all but two characteristics, race and college.

No figures regarding the racial composition of the October, 1983 student population were available at the time this report was prepared, but the following distribution was obtained in October, 1982: Asian, 12 percent; black, 24 percent; Hispanic, 24 percent; white, 37 percent; and other, 4 percent. Some caution must be taken in comparing these figures to those obtained for race in the sample because the base years differ and because the District figures include students in remedial, vocational-technical classes, and many of the other categories excluded from the Center sample. However, none of the sample figures deviates more than five percentage points from the 1982 population figures.

The proportion of students each college contributed to the sample reveals some differences when compared to the percentage each college's enrollments comprised of the total district headcount in October, 1983. These figures were: Trade-Tech, 13 percent; L.A. City, 15 percent; Mission, 3 percent; East L.A., 13 percent; Harbor, 8 percent; Pierce, 18 percent; Valley, 17 percent; Southwest, 5 percent; and West L.A., 8 percent. Comparison with the sample figures shows that four colleges deviate by more than 5 percent: Trade-Tech (8 percent under); L.A. City (6 percent under); Pierce (8 percent under); and Valley (6 percent over). These irregularities arise as a result of differences in each college's rate of returning completed questionnaires and result in some under- or over-representation of the foregoing colleges in the total sample. However, due to the random nature of the sample procedure, each college's sample is still representative of that college's student population.

College Samples

The following profiles describe the distribution of each college's sample characteristics in relation to the sample as-a-whole. Only deviations of more than 5 percent from the total sample are considered noteworthy. In addition, which colleges are highest or lowest in any subcategory is noted.

Trade-Tech

1. Age: 6 percent higher in 21 to 30 age group; lowest of all colleges in groups 41 to 50 and over 50.
2. Total Number of Completed Units: No major deviation.
3. Number of Completed English Courses: 8 percent higher in one completed course; lowest of all colleges in two completed courses and three or more completed courses.
4. Number of Completed Humanities Courses: 7 percent higher in one course (highest of all colleges); 11 percent lower in three or more courses (lowest of all).
5. Number of Completed Science Courses: 12 percent higher in no completed courses (highest); 9 percent lower in three or more courses (lowest).
6. Number of Completed Math Courses: No major deviation in percentages, but highest in two completed courses.
7. Number of Completed Social Science Courses: 16 percent more in no completed courses (highest); 6 percent more in one course (highest); 6 percent less in two courses (lowest); 16 percent less in three or more courses (lowest).
8. Highest Degree Held: No major deviations.
9. When Plan to Earn A.A. Degree: 8 percent less in not working toward A.A. (lowest).
10. Reason for Attending College: 24 percent fewer for transfer to a 4-year college or university (lowest); 27 percent more for gaining skills necessary to enter a specific occupation (highest); 6 percent more for gaining skills necessary to advance in a current occupation; 9 percent less for satisfying a personal interest (lowest).
11. Race: 18 percent more for black; 11 percent more for Hispanic; 26 percent fewer for white.
12. Whether or Not English is the Native Language: No major deviation.
13. Career Aspirations: 11 percent less for advanced degree professions; 6 percent less for allied health (lowest); 9 percent more in applied arts (highest); 7 percent less in social services (lowest); co-lowest with Mission in business operations; lowest in management and sales; 14 percent more in the technologies (highest); 14 percent more in trades and crafts (highest); lowest in not listed.

L.A. City

1. Age: 11 percent fewer in the 20 or less age group; 7 percent more ages 21 to 30 (highest).
2. Total Number of Completed Units: No major deviation, but highest of all colleges in 45 to 59 units completed.
3. Number of Completed English Courses: 8 percent fewer with no courses completed.
4. Number of Completed Humanities Courses: No major deviation.
5. Number of Completed Science Courses: No major deviation.
6. Number of Completed Math Courses: 8 percent fewer with no courses completed.
7. Number of Completed Social Science Courses: No major deviation.
8. Highest Degree Held: 6 percent fewer with no completed degree; highest in percentages with A.A. degree and bachelor's degree.
9. When Plan to Earn A.A. Degree: No major deviation.
10. Reason for Attending College: No major deviation.
11. Race: 16 percent more, Asian (highest); 20 percent fewer, white.
12. Whether or Not English is the Native Language: 22 percent more said no (highest).
13. Career Aspirations: No major deviations, but co-lowest with Southwest and West L.A. in trades and crafts.

Mission

1. Age: 9 percent fewer in ages 20 or less; 17 percent fewer in ages 21 to 30 (lowest); 9 percent more in ages 31 to 40 (highest); 15 percent more in ages over 50 (highest).
2. Total Number of Completed Units: 7 percent fewer in 0 to 14 units (lowest); 8 percent more in 15 to 29 units (highest); 5 percent less in 30-44 units (lowest); lowest in 45 to 59 units; 7 percent more in 60 or more units (highest).
3. Number of Completed English Courses: 5 percent fewer in no courses completed.
4. Number of Completed Humanities Courses: 15 percent fewer with no courses completed (lowest); 6 percent more with two courses completed (highest); 11 percent more with three of more courses (highest).
5. Number of Completed Science Courses: 10 percent fewer with no courses completed (lowest); 16 percent more with three or more courses (highest).
6. Number of Completed Math Courses: 7 percent fewer with three or more courses (lowest).
7. Number of Completed Social Science Courses: 15 percent fewer with no courses (lowest); lowest with one course; 18 percent more with three or more courses (highest).
8. Highest Degree Held: 7 percent more with an advanced degree (highest); 8 percent fewer with no degree (lowest).
9. When Plan to Earn A.A. Degree: 11 percent more in June, 1984 (highest); 12 percent fewer June, 1985 or later (lowest).
10. Reason for Attending College: 15 percent fewer, to gain skills necessary to enter a specific occupation (lowest); 9 percent more, to gain skills necessary to advance in a current occupation (highest); 10 percent more, to satisfy a personal interest (highest).
11. Race: 8 percent fewer, Asian; 7 percent fewer, black; 21 percent more, white; lowest, other.
12. Whether or Not English is the Native Language: 13 percent more said yes.
13. Career Aspirations: 6 percent fewer, advanced degree professions; 8 percent more, allied health (highest); 6 percent fewer, applied arts; highest in management and sales; 9 percent fewer, the technologies (lowest); co-lowest with Trade-Tech in business operations; 11 percent more, not listed (highest). (Cautionary note: Mission's sample may be biased toward older whites with advanced degrees because, of the seven sections sampled, two were in courses of high appeal to this group).

East L.A.:

1. Age: No major deviation.
2. Total Number of Completed Units: No major deviation, but highest in 30 to 44 units.
3. Number of Completed English Courses: No major deviation, but highest in one course completed.
4. Number of Completed Humanities Courses: No major deviation.
5. Number of Completed Science Courses: No major deviation.
6. Number of Completed Math Courses: 6 percent more with three of more courses (highest).
7. Number of Completed Social Science Courses: No major deviation.
8. Highest Degree Held: No major deviation.
9. When Plan to Earn A.A. Degree: No major deviation.
10. Reason for Attending College: 6 percent more, to prepare for transfer to a four-year college or university.
11. Race: 17 percent fewer, black (lowest); 44 percent more, Hispanic (highest); 30 percent fewer, white.
12. Whether or Not English is the Native Language: 19 percent more said no.
13. Career Aspirations: 6 percent more, advanced degree professions (highest); 9 percent fewer, applied arts (lowest).

Harbor

1. Age: 8 percent more, ages 20 or less.
2. Total Number of Completed Units: 5 percent less, 60 or more units (lowest).
3. Number of Completed English Courses: No major deviation.
4. Number of Completed Humanities Courses: No major deviation.
5. Number of Completed Science Courses: No major deviation.
6. Number of Completed Math Courses: No major deviation.
7. Number of Completed Social Science Courses: No major deviation.
8. Highest Degree Held: 6 percent more, no degree (highest); lowest, A.A. Degree.
9. When Plan to Get A.A. Degree: No major deviation.
10. Reason for Attending College: 6 percent more, to gain skills necessary to enter a specific occupation.
11. Race: 10 percent fewer, black; 12 percent more, white.
12. Whether or Not English is the Native Language: 12 percent more said yes.
13. Career Aspirations: No major deviations, but co-highest with Southwest in business operations.

Pierce

1. Age: 13 percent more, ages 20 or less (highest); 7 percent fewer, ages 31 to 40 (lowest).
2. Total Number of Completed Units: 6 percent more with 0 to 14 units (highest).
3. Number of Completed English Courses: 14 percent more with no courses completed (highest); 6 percent fewer with one course; 5 percent fewer with two courses.
4. Number of Completed Humanities Courses: No major deviation.
5. Number of Completed Science Courses: No major deviation, but highest with one course.
6. Number of Completed Math Courses: 11 percent more with no courses (highest); lowest, those with one course and two courses.
7. Number of Completed Social Science Courses: No major deviation.
8. Highest Degree Held: No major deviation, but lowest, those with a bachelor's degree.
9. When Plan to Earn A.A. Degree: 7 percent fewer, June, 1984 (lowest); 6 percent more, June, 1985 or later (highest).

Pierce (Continued)

10. Reason for Attending College: 11 percent more, to prepare for transfer to a four-year college or university (highest); 9 percent less, to gain skills necessary to enter a specific occupation; lowest, to gain skills necessary to advance in a current occupation.
11. Race: 6 percent fewer, Asian; 14 percent fewer, black; 16 percent fewer, Hispanic; 38 percent more, white (highest).
12. Whether or Not English is the Native Language: 14 percent more said yes.
13. Career Aspirations: 6 percent more, applied arts; highest, not sure.

Valley

1. Age: No major deviation.
2. Total Number of Completed Units: No major deviation.
3. Number of Completed English Courses: No major deviation.
4. Number of Completed Humanities Courses: Lowest with one course; 6 percent more with three or more.
5. Number of Completed Science Courses: No major deviation.
6. Number of Completed Math Courses: 8 percent more with no courses.
7. Number of Completed Social Science Courses: No major deviation.
8. Highest Degree Held: No major deviation.
9. When Plan to Earn A.A. Degree: No major deviation, but highest in those not working toward an A.A. Degree.
10. Reason for Attending College: 7 percent fewer, to gain skills necessary to enter a specific occupation.
11. Race: 6 percent fewer, Asian; 14 percent fewer, black; 11 percent fewer, Hispanic; 31 percent more, white.
12. Whether or Not English is the Native Language: 9 percent more said yes.
13. Career Aspirations: 6 percent more, applied arts.

Southwest

1. Age: 12 percent fewer, ages 20 or less (lowest); 6 percent more, ages 31 to 40; 9 percent more, ages 41 to 50 (highest).
2. Total Number of Completed Units: 5 percent more with 0 to 14 units.
3. Number of Completed English Courses: No major deviation.
4. Number of Completed Humanities Courses: 8 percent more with no courses (highest); lowest, with two courses; 7 percent fewer with three or more courses.
5. Number of Completed Science Courses: 12 percent more with no courses; lowest, with one course; 5 percent fewer with two courses (lowest).
6. Number of Completed Math Courses: No major deviation.
7. Number of Completed Social Science Courses: No major deviation.
8. Highest Degree Held: No major deviation.
9. When Plan to Earn A.A. Degree: No major deviation.
10. Reason for Attending College: 16 percent fewer, to prepare for transfer to a four-year college or university; 15 percent more, to gain skills necessary to enter a specific occupation.
11. Race: 14 percent fewer, Asian (lowest); 73 percent more, black (highest); 19 percent fewer, Hispanic (lowest); 40 percent fewer (none), white (lowest).
12. Whether or not English is the Native Language: 21 percent more said yes (highest).
13. Career Aspirations: 13 percent fewer, advanced degree professions (lowest); 7 percent fewer, applied arts; co-lowest with L.A. City and West L.A., trades and crafts; 18 percent more, social services (highest); co-highest with Harbor, business operations; lowest, not sure.

West L.A.

1. Age: No major deviation.
2. Total Number of Completed Units: No major deviation, but lowest in 15 to 29 units.
3. Number of Completed English Courses: 9 percent fewer with no courses (lowest); 6 percent fewer with one course (lowest); 8 percent more with two courses (highest); 7 percent more with three or more courses (highest).
4. Number of Completed Humanities Courses: 6 percent fewer with no courses.
5. Number of Completed Science Courses: No major deviation, but highest with two courses.
6. Number of Completed Math Courses: 11 percent fewer with no courses (lowest); 6 percent more with one course (highest).
7. Number of Completed Social Science Courses: 9 percent fewer with no courses; highest with two courses; 7 percent more with three or more courses.
8. Highest Degree Held: No major deviation, but lowest for advanced degree.
9. When Plan to Earn A.A. Degree: 7 percent fewer, June, 1985 or later.
10. Reason for Attending College: 7 percent more, to prepare for transfer to a four-year college or university; 6 percent fewer, to gain skills necessary to enter a specific occupation.
11. Race: 8 percent fewer, Asian; 34 percent more, black; 15 percent fewer, Hispanic; 12 percent fewer, white; highest, other.
12. Whether or Not English is the Native Language: 14 percent more said yes.
13. Career Aspirations: 7 percent fewer, applied arts; co-lowest with L.A. City and Southwest, trades and crafts; 8 percent more, not listed.

PRESENTATION OF FINDINGS: TABLES

This section contains the following tables:

1. Means on Scales by Age
2. Means on Scales by Number of Completed College Units
3. Means on Scales by Highest Degree Held
4. Means on Scales by When Student Anticipates Getting the A.A. Degree
5. Means on Scales by Reason for Attending College
6. Means on Scales by Race
7. Means on Scales by Whether or Not English is the Native Language
8. Means on Scales by Career Aspirations
9. Means on Scales by Self-Rating on Scale-Related Skill
10. Means and Percent Change on Scales by Number of Completed Courses in Scale-Related Curriculum
11. Means and Percent Difference from Total Sample Means on Scales by College
12. Means and Percent Change of Means on Total Liberal Arts Scale with Number of Completed College Units
13. Means on Scales by Race and Whether or Not English is the Native Language
14. Number of Completed Humanities Courses by Race, In Percentage
15. Number of Completed Social Science Courses by Race, In Percentage
16. Number of Completed Science Courses by Race, In Percentage
17. Number of Completed English Courses by Race, In Percentage
18. Number of Completed Mathematics Courses by Race, In Percentage
19. Total Number of Completed Courses by Race, In Percentage
20. Simple Ranking and Ranking After Controls of Each College on Scales
21. Comparison of Actual and Predicted Means by Race and Number of Completed Math Courses, Mathematics Scale.
22. Comparison of Actual and Predicted Means by Race and Number of Completed English Courses, Literary Scale

23. Comparison of Actual and Predicted Means by Race and Number of Completed Social Science Courses, Social Science Scale

24. Comparison of Actual and Predicted Means by Race and Number of Completed Humanities Courses, Humanities Scale

25. Comparison of Actual and Predicted Means by Race and Number of Completed Science Courses, Science Scale

26. Comparison of Actual and Predicted Means by Race and Total Number of Completed Liberal Arts Courses, Total Liberal Arts Scale

27. Means on Scales by Total Number of Completed College Units, Asian versus All Other Races

28. Means on Scales by Total Number of Completed College Units, Black versus All Other Races

29. Means on Scales by Total Number of Completed College Units, Hispanic versus All Other Races

30. Means on Scales by Total Number of Completed College Units, White versus All Other Races

31. Means on Scales by Total Number of Completed College Units, Other versus All Other Races

LOS ANGELES DISTRICT GAA SURVEY: TABLE 1

MEANS ON SCALES BY AGE

	GENERAL ACADEMIC ASSESSMENT SCALES					
AGE	MATHEMATICS	LITERACY	SOCIAL SCIENCE	HUMANITIES	SCIENCE	TOTAL LIBERAL ARTS
20 YEARS OR YOUNGER	4.85	4.86	4.74	3.08	5.01	22.54
21-30 YEARS	4.92	4.79	4.88	3.40	5.24	23.23
31-40 YEARS	4.80	5.19	5.37	3.92	5.46	24.73
41-50 YEARS	3.91	5.25	5.31	4.32	5.37	24.16
OVER 50	4.80	6.32	6.58	5.25	5.48	28.42
TOTAL SAMPLE	4.81	4.92	4.95	3.45	5.18	23.31

LOS ANGELES DISTRICT GAA SURVEY: TABLE 2

MEANS ON SCALES BY
NUMBER OF COMPLETED UNITS

	GENERAL ACADEMIC ASSESSMENT SCALES					
COMPLETED UNITS	MATHEMATICS	LITERACY	SOCIAL SCIENCE	HUMANITIES	SCIENCE	TOTAL LIBERAL ARTS
0-14	4.40	4.64	4.67	2.99	4.88	21.57
15-29	4.88	4.80	4.92	3.28	5.10	22.98
30-44	5.02	4.90	4.95	3.42	5.32	23.62
45-59	5.00	5.09	5.02	3.64	5.17	23.93
60 OR MORE	5.40	5.65	5.65	4.49	5.92	27.09
TOTAL SAMPLE	4.81	4.92	4.95	3.45	5.18	23.31

LOS ANGELES DISTRICT GAA SURVEY: TABLE 3

MEANS ON SCALES BY HIGHEST DEGREE HELD

	GENERAL ACADEMIC ASSESSMENT SCALES					
HIGHEST DEGREE	MATHEMATICS	LITERACY	SOCIAL SCIENCE	HUMANITIES	SCIENCE	TOTAL LIBERAL ARTS
NONE	4.78	4.88	4.89	3.31	5.12	22.98
A.A.	4.78	4.85	5.30	3.93	5.26	24.12
B.A. OR B.S.	5.51	6.01	5.60	4.82	6.11	28.07
OTHER*	4.94	4.91	5.36	4.13	5.51	24.85
TOTAL SAMPLE	4.81	4.92	4.95	3.45	5.18	23.31

*INCLUDES OCCUPATIONAL CERTIFICATES AND GRADUATE DEGREES.

LOS ANGELES DISTRICT GAA SURVEY: TABLE 4

MEANS ON SCALES BY
WHEN STUDENT ANTICIPATES GETTING THE A.A. DEGREE

	GENERAL ACADEMIC ASSESSMENT SCALES					
WHEN GET A.A.	MATHEMATICS	LITERACY	SOCIAL SCIENCE	HUMANITIES	SCIENCE	TOTAL LIBERAL ARTS
JUNE, 1984	5.04	4.94	5.00	3.53	5.20	23.70
JUNE, 1985 OR LATER	4.65	4.66	4.72	3.07	4.93	22.03
NOT WORKING TOWARD A.A.	4.83	5.34	5.30	3.93	5.60	25.00
TOTAL SAMPLE	4.81	4.92	4.95	3.45	5.18	23.31

LOS ANGELES DISTRICT GAA SURVEY: TABLE 5

MEANS ON SCALES BY REASON FOR ATTENDING COLLEGE

	GENERAL ACADEMIC ASSESSMENT SCALES					
REASON FOR ATTENDING COLLEGE	MATHEMATICS	LITERACY	SOCIAL SCIENCE	HUMANITIES	SCIENCE	TOTAL LIBERAL ARTS
TRANSFER TO 4-YEAR INSTITUTION	5.12	4.93	4.94	3.36	5.26	23.60
ENTRY INTO SPECIFIC OCCUPATION	4.39	4.67	4.81	3.21	4.87	21.95
ADVANCE IN CURRENT OCCUPATION	4.45	4.86	4.89	3.50	5.23	22.93
PERSONAL INTEREST	4.60	5.66	5.44	4.53	5.54	25.77
TOTAL SAMPLE	4.81	4.92	4.95	3.45	5.18	23.31

LOS ANGELES DISTRICT GAA SURVEY: TABLE 6

MEANS ON SCALES BY RACE

	GENERAL ACADEMIC ASSESSMENT SCALES					
RACE	MATHEMATICS	LITERACY	SOCIAL SCIENCE	HUMANITIES	SCIENCE	TOTAL LIBERAL ARTS
ASIAN	5.37	4.10	3.93	2.26	4.56	20.22
BLACK	3.64	4.08	4.40	2.85	4.41	19.39
HISPANIC	4.42	4.44	4.65	3.01	4.74	21.26
WHITE	5.40	5.99	5.80	4.41	6.06	27.66
OTHER	4.74	4.29	4.66	3.31	4.88	21.89
TOTAL SAMPLE	4.81	4.92	4.95	3.45	5.18	23.31

LOS ANGELES DISTRICT GAA SURVEY: TABLE 7

MEANS ON SCALES BY WHETHER
OR NOT ENGLISH IS THE NATIVE LANGUAGE

	GENERAL ACADEMIC ASSESSMENT SCALES					
ENGLISH IS NATIVE LANGUAGE	MATHEMATICS	LITERACY	SOCIAL SCIENCE	HUMANITIES	SCIENCE	TOTAL LIBERAL ARTS
YES	4.81	5.25	5.26	3.80	5.44	24.56
NO	4.86	4.05	4.14	2.47	4.45	19.97
TOTAL SAMPLE	4.81	4.92	4.95	3.45	5.18	23.31

LOS ANGELES DISTRICT GAA SURVEY: TABLE 8

MEANS ON SCALES BY CAREER ASPIRATIONS

	GENERAL ACADEMIC ASSESSMENT SCALES					
CAREER ASPIRATIONS	MATHEMATICS	LITERACY	SOCIAL SCIENCE	HUMANITIES	SCIENCE	TOTAL LIBERAL ARTS
ADVANCED PROFESSION	5.66	5.22	5.16	3.54	5.50	25.08
ALLIED HEALTH	4.56	4.77	4.97	3.15	5.93	22.83
APPLIED ARTS	4.44	5.41	5.24	4.15	5.41	24.65
BUSINESS OPERATIONS	4.36	4.47	4.64	2.89	4.49	20.84
MANAGEMENT-SALES	4.98	4.97	5.19	3.64	5.16	23.95
SOCIAL SERVICE	4.07	4.63	4.87	3.33	5.06	21.97
TECHNOLOGIES	5.20	4.43	4.45	2.85	4.91	21.84
TRADES-CRAFTS	4.42	4.36	4.71	3.18	5.51	22.18
NONE OF THESE	4.20	5.02	5.00	3.77	4.90	22.88
NOT SURE	4.61	5.11	4.89	3.55	5.15	23.31
TOTAL SAMPLE	4.81	4.92	4.95	3.45	5.18	23.31

LOS ANGELES DISTRICT G.A.A. SURVEY: TABLE 9

MEANS ON SCALES BY
SELF-RATING ON SCALE-RELATED SKILL

	GENERAL ACADEMIC ASSESSMENT SCALES AND RELATED SKILLS				
SELF-RATING	MATHEMATICS WITH RATING OF USE OF ALGEBRA	LITERACY WITH RATING OF EDITING WRITTEN MATERIAL	SOCIAL SCIENCE WITH RATING OF UNDERSTANDING POLITICAL IDEOLOGIES	HUMANITIES WITH RATING OF UNDERSTANDING ART, MUSIC, DRAMA	SCIENCE WITH RATING OF UNDERSTANDING SCIENTIFIC, TECHNOLOGICAL DEVELOPMENTS
POOR	3.82	4.09	4.10	2.63	4.35
FAIR	4.51	4.46	4.57	2.99	4.81
GOOD	5.36	5.22	5.30	3.61	5.32
EXCELLENT	6.24	6.57	6.01	4.45	6.52
TOTAL SAMPLE	4.81	4.92	4.95	3.45	5.18

LOS ANGELES DISTRICT G.A.A. SURVEY: TABLE 10

MEANS AND PERCENT CHANGE ON SCALES BY
NUMBER OF COMPLETED COURSES IN SCALE-RELATED CURRICULUM

NUMBER OF COMPLETED COURSES IN SCALE-RELATED CURRICULUM	GENERAL ACADEMIC ASSESSMENT SCALES									
	MATHEMATICS		LITERACY		SOC. SCIENCE		HUMANITIES		SCIENCE	
	MEAN	% CHANGE	MEAN	% CHANGE	MEAN	% CHANGE	MEAN	% CHANGE	MEAN	% CHANGE
NONE	4.44	--	4.93	--	4.67	--	2.91	--	4.87	--
1	4.67	+5%	4.94	*	4.68	*	3.04	+5%	5.30	+9%
2	5.27	+13	5.15	+4%	5.17	+11%	3.51	+16	5.57	+5
3 OR MORE	5.78	+10	5.01	-3	5.71	+11	4.39	+25	6.01	+8
% DIFFERENCE BETWEEN NO COURSES AND 3 OR MORE		+30%		+2%		+22%		+51%		+23%

*PERCENT CHANGE LESS THAN 1 PERCENT

LOS ANGELES DISTRICT GAA SURVEY: TABLE 11

MEANS AND PERCENT DIFFERENCES FROM TOTAL SAMPLE MEANS ON SCALES BY COLLEGE

	GENERAL ACADEMIC ASSESSMENT SCALES											
COLLEGE	MATHEMATICS MEAN	% DIFF	LITERACY MEAN	% DIFF	SOC. SCIENCE MEAN	% DIFF	HUMANITIES MEAN	% DIFF	SCIENCE MEAN	% DIFF	TOTAL LIBERAL ARTS MEAN	% DIFF
TRADE-TECH	4.05	-16%	3.97	-19%	4.36	-12%	2.87	-17%	4.37	-16%	19.62	-16%
L.A. CITY	4.51	-6	4.35	-12	4.38	-12	3.02	-13	4.73	-9	20.98	-10
MISSION	5.24	+9	5.33	+8	5.94	+20	4.54	+32	6.06	+17	27.11	+16
EAST L.A.	4.77	-1	4.41	-10	4.52	-9	2.80	-19	4.77	-8	21.27	-9
HARBOR	5.20	+8	5.39	+10	5.31	+7	3.73	+8	5.64	+9	25.27	+8
PIERCE	5.44	+13	5.50	+12	5.31	+7	3.83	+11	5.74	+11	25.82	+11
VALLEY	5.27	+10	5.59	+14	5.49	+11	4.13	+20	5.77	+11	26.25	+13
SOUTHWEST	3.19	-34	3.76	-24	4.23	-15	2.52	-27	3.97	-23	17.68	-24
WEST L.A.	4.47	-7	5.43	+10	5.34	+8	3.56	+3	5.10	-2	23.91	+3
TOTAL SAMPLE MEAN	4.81		4.92		4.95		3.45		5.18		23.31	

LOS ANGELES DISTRICT GAA SURVEY: TABLE 12

MEANS AND PERCENT CHANGE OF MEANS ON TOTAL LIBERAL ARTS SCALE WITH NUMBER OF COMPLETED COLLEGE UNITS

	TOTAL LIBERAL ARTS SCALE	
COMPLETED UNITS	MEAN	% CHANGE
0-14	21.57	--
15-29	22.98	+7%
30-44	23.62	+3
45-59	23.93	+1
60 OR MORE	27.09	+13

LOS ANGELES DISTRICT GAA SURVEY: TABLE 13

MEANS ON SCALES BY RACE AND
WHETHER OR NOT ENGLISH IS THE NATIVE LANGUAGE

	GENERAL ACADEMIC ASSESSMENT SCALES											
	MATHEMATICS		LITERACY		SOCIAL SCIENCE		HUMANITIES		SCIENCE		TOTAL SCORE, ALL SCALES	
ENGLISH IS NATIVE LANGUAGE	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO
RACE												
ASIAN	5.1	5.5	4.5	3.9	4.5	3.7	2.9	2.0	5.2	4.3	22.2	19.4
BLACK	3.7	2.9	4.1	3.0	4.5	3.5	2.9	1.7	4.4	3.6	19.6	14.7
HISPANIC	4.6	4.2	4.7	4.2	4.9	4.5	3.2	2.7	5.0	4.5	22.3	20.1
WHITE	5.4	5.3	6.1	4.8	5.9	4.9	4.5	3.3	6.2	5.1	28.1	23.3
OTHER	4.8	4.6	4.6	3.4	5.0	3.8	3.6	2.6	5.1	4.5	23.1	18.9

TABLES 14 THROUGH 19:
COURSE-TAKING BY RACE

LOS ANGELES DISTRICT GAA SURVEY: TABLE 14

NUMBER OF COMPLETED HUMANITIES COURSES BY RACE, IN PERCENTAGE

NUMBER OF HUMANITIES COURSES	RACE				
	ASIAN (%)	BLACK (%)	HISPANIC (%)	WHITE (%)	OTHER (%)
NONE	40	34	38	35	32
ONE	23	21	19	16	18
TWO	13	18	15	13	16
THREE OR MORE	24	27	28	36	34
COLUMN PERCENT TOTAL	100	100	100	100	100

LOS ANGELES DISTRICT GAA SURVEY: TABLE 15

NUMBER OF COMPLETED SOCIAL SCIENCE COURSES BY RACE, IN PERCENTAGE

NUMBER OF SOCIAL SCIENCE COURSES	RACE				
	ASIAN (%)	BLACK (%)	HISPANIC (%)	WHITE (%)	OTHER (%)
NONE	44	34	40	36	36
ONE	23	22	19	18	21
TWO	13	18	16	16	16
THREE OR MORE	20	26	25	30	27
COLUMN PERCENT TOTAL	100	100	100	100	100

LOS ANGELES DISTRICT GAA SURVEY: TABLE 16

NUMBER OF COMPLETED SCIENCE COURSES BY RACE, IN PERCENTAGE

NUMBER OF SCIENCE COURSES	RACE				
	ASIAN (%)	BLACK (%)	HISPANIC (%)	WHITE (%)	OTHER (%)
NONE	44	53	54	45	44
ONE	20	20	20	20	25
TWO	13	11	12	14	12
THREE OR MORE	23	16	14	21	19
COLUMN PERCENT TOTAL	100	100	100	100	100

LOS ANGELES DISTRICT GAA SURVEY: TAB E 17

NUMBER OF COMPLETED ENGLISH COURSES BY RACE, IN PERCENTAGE

NUMBER OF ENGLISH COURSES	RACE				
	ASIAN (%)	BLACK (%)	HISPANIC (%)	WHITE (%)	OTHER (%)
NONE	35	35	38	43	33
ONE	26	25	28	23	27
TWO	18	23	16	19	19
THREE OR MORE	21	17	18	15	21
COLUMN PERCENT TOTAL	100	100	100	100	100

LOS ANGELES DISTRICT GAA SURVEY: TABLE 18

NUMBER OF COMPLETED MATHEMATICS COURSES BY RACE, IN PERCENTAGE

NUMBER OF MATH COURSES	RACE				
	ASIAN (%)	BLACK (%)	HISPANIC (%)	WHITE (%)	OTHER (%)
NONE	30	42	50	53	46
ONE	21	23	18	18	20
TWO	15	16	15	11	13
THREE OR MORE	34	19	17	18	21
COLUMN PERCENT TOTAL	100	100	100	100	100

LOS ANGELES DISTRICT GAA SURVEY: TABLE 19

TOTAL NUMBER OF COMPLETED COURSES BY RACE, IN PERCENTAGE

TOTAL NUMBER OF COURSES	RACE				
	ASIAN (%)	BLACK (%)	HISPANIC (%)	WHITE (%)	OTHER (%)
0 TO 5	42	45	48	46	44
6 TO 10	25	28	26	22	26
11 TO 15	16	15	15	15	12
16 TO 20	6	5	6	6	9
21 OR MORE	11	7	5	11	9
COLUMN PERCENT TOTAL	100	100	100	100	100

METHODOLOGY MEMO: TABLES 20 THROUGH 26

The following tables are based upon the results of a statistical procedure called multiple regression analysis. This method analyses the separate and collective contributions of two or more characteristics (the independent variables) to the variation of another factor (the dependent variable). First, the independent variable most highly associated with the dependent variable is selected. Then other independent variables are added in, based on their strength of association with the dependent variable after any relationship with independent variables already included has been canceled out. This process continues until any remaining variables' contributions over and above that of variables already under consideration are deemed insignificant. In the present instance, only contributions with a 90 percent probability of not being due to chance were accepted.

Each of the scales were analyzed in terms of the dependence of the score on the student's age, highest completed degree, reason in college, race, career aspirations, whether or not English was their native language, total number of completed units, number of completed courses in English, humanities, science, math, and social science, and college. Assets of each of these characteristics are found to contribute significantly to the scales. For example, significant positive contributions to the Mathematics scale scores were made by: Aspiring to a career in the advanced professions, the technologies, management or sales, or allied health; planning to transfer to a four-year college or university; having a bachelor's degree; being white or Asian; speaking English as a native language; having completed two, three, or more math courses; having completed one, two, three or more science courses; being 20 years old or less; and having completed 60 or more college units. Significant negative contributions

were made by: Being black or hispanic; being 41 to 50 years of age; having completed three or more English courses; having an AA degree; attending L.A. City, Southwest, or Trade-Tech Colleges; and having completed 15 to 29 college units.

Multiple regression analysis has many uses, but the following two are most important for present purposes.

1) It allows for statistical control of extraneous variables, characteristics other than the one of most interest which may be causing variation in the dependent variable. This is accomplished by considering the combined effects of potentially extraneous variables prior to consideration of the independent variable of interest. This technique was used to create Table 20, so that the colleges could be ranked according to students' scoring ability, both before and after ruling out the effects of differences in their students' characteristics.

2) It produces a set of values, called partial regression coefficients, that serve as weights for how much each independent variable actually contributes to the dependent variable. These can be used to calculate predicted scores based on the students' respective standing on the pertinent characteristics, a procedure used in developing Tables 21 through 26, which compare mean scores by race and number of completed courses.

LOS ANGELES GAA SURVEY: TABLE 20

SIMPLE[1] RANKING AND RANKING AFTER CONTROLS[2] OF EACH COLLEGE ON SCALES

COLLEGE	RANKING ON GENERAL ACADEMIC ASSESSMENT SCALES											
	Mathematics		Literacy		Social Science		Humanities		Science		Total ALL Scales	
	Simple	After Controls	Simple	After Controls	Simple	After Controls	Simple	After Controls	Simple	After Controls	Simple	After Controls
TRADE-TECH	8	7	7	8	6	5	6	5	7	8	7	6
L.A. CITY	7	9	8	7	9	9	7	6	8	7	8	7
MISSION	4	4	5	5	2	4	2	3	4	2	4	5
EAST L.A.	5	5	6	6	7	7	9	9	6	6	6	8
HARBOR	3	1	3	2	3	2	4	2	3	1	3	2
PIERCE	2	2	2	4	4	6	3	7	2	5	2	4
VALLEY	1	3	1	3	1	3	1	1	1	4	1	3
SOUTHWEST	9	8	9	9	8	8	8	8	9	9	9	9
WEST L.A.	6	6	4	1	5	1	5	4	5	3	5	1

1. Ranked (highest = 1) according to strength of direct relationship between students' scoring ability and college, without controlling for possible effects of differences in students' backgrounds and experience.

2. Ranked according to strength of relationship after controlling for possible variation due to: age; highest degree completed, if any; reason for attending college; race; career aspirations; whether or not English is the native language; total number of completed units; and number of completed courses in English, humanities, science, math, and social science.

LOS ANGELES DISTRICT GAA SURVEY: TABLES 21 THROUGH 26

The following six tables offer comparisons of the actual means and the predicted means on the General Academic Assessment scales, broken down by race and number of completed courses in the appropriate subject.

The means were computed as follows: The actual means are simple means, calculated by adding the scores of each subgroup and dividing by the appropriate number of subgroup respondents; they therefore do not take into account variation due to other characteristics besides race and number of completed courses. Although calculated in the same manner, the scores averaged by the predicted means are based on how much, according to the weights derived from regression analyses for each scale, each of the following characteristics contributes to the score: Whether or not English is the native language; highest earned degree, if any; career aspirations; age; reason for attending college; and total number of completed units.

By subtracting the predicted means from the actual means and comparing the mean differences, any variation due to the above characteristics is ruled out. For instance, in Table 21 comparing mean scores on the Mathematics scale, the actual mean score for white students who have completed three or more math courses is higher than the mean score predicted for them based solely on their other characteristics, with a mean difference of +1.3 points. Subtracting the mean difference for white students with no completed math courses from 1.3 gives a mean difference change of +1.1 points, indicating the amount that being white contributes to the gain in math scoring ability after completing three or more math courses. This gain is higher than for any other racial group.

LOS ANGELES DISTRICT GAA SURVEY: TABLE 21

MATHEMATICS SCALE

RACE	NUMBER OF COMPLETED MATH COURSES				MEAN DIFFERENCE CHANGE
	NONE	ONE	TWO	THREE OR MORE	
ASIAN					
ACTUAL MEAN	4.9	5.2	5.9	5.9	
PREDICTED MEAN	4.6	5.0	5.5	5.4	
MEAN DIFFERENCE	+0.3	+0.2	+0.4	+0.5	+0.2
BLACK					
ACTUAL MEAN	3.3	3.4	4.0	4.5	
PREDICTED MEAN	4.5	4.8	5.0	5.2	
MEAN DIFFERENCE	-1.2	-1.4	-1.0	-0.7	+0.5
HISPANIC					
ACTUAL MEAN	4.0	4.2	5.2	5.3	
PREDICTED MEAN	4.6	4.8	5.1	5.3	
MEAN DIFFERENCE	-0.6	-0.6	+0.1	0.0	+0.6
WHITE					
ACTUAL MEAN	4.9	5.4	6.0	6.7	
PREDICTED MEAN	4.7	4.9	5.1	5.4	
MEAN DIFFERENCE	+0.2	+0.5	+0.9	+1.3	+1.1
OTHER					
ACTUAL MEAN	4.2	5.1	5.0	5.7	
PREDICTED MEAN	4.7	5.1	4.9	5.4	
MEAN DIFFERENCE	-0.5	0.0	+0.1	+0.3	+0.8

LOS ANGELES DISTRICT GAA SURVEY: TABLE 22

LITERACY SCALE

RACE	NUMBER OF COMPLETED ENGLISH COURSES				MEAN DIFFERENCE CHANGE
	NONE	ONE	TWO	THREE OR MORE	
ASIAN					
ACTUAL MEAN	4.0	4.3	4.2	4.4	
PREDICTED MEAN	4.3	4.4	4.5	4.7	
MEAN DIFFERENCE	-0.3	-0.1	-0.3	-0.3	0.0
BLACK					
ACTUAL MEAN	3.7	4.0	4.4	4.3	
PREDICTED MEAN	5.0	5.0	5.2	5.3	
MEAN DIFFERENCE	-1.3	-1.0	-0.8	-1.0	+0.3
HISPANIC					
ACTUAL MEAN	4.5	4.5	4.7	4.2	
PREDICTED MEAN	4.4	4.6	4.6	4.7	
MEAN DIFFERENCE	+0.1	-0.1	+0.1	-0.5	-0.6
WHITE					
ACTUAL MEAN	5.7	6.1	6.2	6.4	
PREDICTED MEAN	5.0	5.2	5.3	5.7	
MEAN DIFFERENCE	+0.7	+0.9	+0.9	+0.7	0.0
OTHER					
ACTUAL MEAN	4.4	4.0	4.7	4.4	
PREDICTED MEAN	4.6	4.9	4.8	5.0	
MEAN DIFFERENCE	-0.2	-0.9	-0.1	-0.6	-0.4

LOS ANGELES DISTRICT GAA SURVEY: TABLE 23

SOCIAL SCIENCE SCALE

RACE	NUMBER OF SOCIAL SCIENCE COURSES				MEAN DIFFERENCE CHANGE
	NONE	ONE	TWO	THREE OR MORE	
ASIAN					
ACTUAL MEAN	3.7	3.9	4.3	4.7	
PREDICTED MEAN	4.3	4.3	4.7	5.0	
MEAN DIFFERENCE	-0.6	-0.4	-0.4	-0.3	+0.3
BLACK					
ACTUAL MEAN	4.0	4.3	4.4	5.0	
PREDICTED MEAN	5.0	5.1	5.2	5.5	
MEAN DIFFERENCE	-1.0	-0.8	-0.8	-0.5	+0.5
HISPANIC					
ACTUAL MEAN	4.3	4.4	5.2	5.4	
PREDICTED MEAN	4.5	4.7	4.7	5.0	
MEAN DIFFERENCE	-0.2	-0.3	-0.5	-0.4	-0.2
WHITE					
ACTUAL MEAN	5.5	5.5	5.8	6.4	
PREDICTED MEAN	5.0	5.1	5.3	5.6	
MEAN DIFFERENCE	+0.5	+0.4	+0.5	+0.8	+0.3
OTHER					
ACTUAL MEAN	4.5	4.2	5.0	5.3	
PREDICTED MEAN	4.6	4.7	4.9	5.3	
MEAN DIFFERENCE	-0.1	-0.5	+0.1	0.0	+0.1

LOS ANGELES DISTRICT GAA SURVEY: TABLE 24

HUMANITIES SCALE

RACE	NUMBER OF COMPLETED HUMANITIES COURSES				MEAN DIFFERENCE CHANGE
	NONE	ONE	TWO	THREE OR MORE	
ASIAN					
ACTUAL MEAN	2.1	2.2	2.2	2.8	
PREDICTED MEAN	2.6	2.8	3.1	3.5	
MEAN DIFFERENCE	-0.5	-0.6	-0.9	-0.7	-0.2
BLACK					
ACTUAL MEAN	2.3	2.6	3.2	3.5	
PREDICTED MEAN	3.4	3.5	3.8	4.0	
MEAN DIFFERENCE	-1.1	-0.9	-0.6	-0.5	+0.6
HISPANIC					
ACTUAL MEAN	2.6	2.9	3.1	3.7	
PREDICTED MEAN	2.7	3.0	3.1	3.4	
MEAN DIFFERENCE	-0.1	-0.1	0	+0.3	+0.4
WHITE					
ACTUAL MEAN	3.7	3.9	4.4	5.4	
PREDICTED MEAN	3.4	3.5	3.8	4.3	
MEAN DIFFERENCE	+0.3	+0.4	+0.6	+1.1	+0.8
OTHER					
ACTUAL MEAN	3.0	2.7	3.2	4.1	
PREDICTED MEAN	3.0	3.4	3.4	3.8	
MEAN DIFFERENCE	0	-0.7	-0.2	+0.3	+0.3

LOS ANGELES DISTRICT GAA SURVEY: TABLE 25

SCIENCE SCALE

RACE	NUMBER OF COMPLETED SCIENCE COURSES				MEAN DIFFERENCE CHANGE
	NONE	ONE	TWO	THREE OR MORE	
ASIAN					
ACTUAL MEAN	4.1	4.8	4.9	5.3	
PREDICTED MEAN	4.6	4.9	4.9	5.2	
MEAN DIFFERENCE	-0.5	-0.1	0	+0.1	+0.6
BLACK					
ACTUAL MEAN	4.1	4.6	4.5	4.4	
PREDICTED MEAN	5.2	5.4	5.4	5.9	
MEAN DIFFERENCE	-1.1	-0.8	-0.9	-1.5	-0.4
HISPANIC					
ACTUAL MEAN	4.5	5.0	5.1	5.7	
PREDICTED MEAN	4.7	5.1	5.3	5.2	
MEAN DIFFERENCE	-0.2	-0.1	-0.2	+0.5	+0.7
WHITE					
ACTUAL MEAN	5.7	6.0	6.4	6.7	
PREDICTED MEAN	5.2	5.4	5.6	5.8	
MEAN DIFFERENCE	+0.5	+0.6	+0.8	+0.9	+0.4
OTHER					
ACTUAL MEAN	4.5	4.8	5.3	5.3	
PREDICTED MEAN	4.9	5.4	5.3	5.4	
MEAN DIFFERENCE	-0.4	-0.6	0	-0.1	+0.3

LOS ANGELES DISTRICT GAA SURVEY: TABLE 26

TOTAL LIBERAL ARTS SCORE

RACE	TOTAL NUMBER OF COMPLETED LIBERAL ARTS COURSES					MEAN DIFF. CHANGE
	0-5	6-10	11-15	16-20	21 OR MORE	
ASIAN						
ACTUAL MEAN	19.5	20.7	21.3	23.5	22.0	
PREDICTED MEAN	20.4	21.9	22.6	23.4	24.4	
MEAN DIFFERENCE	-0.9	-1.2	-1.3	+0.1	-2.4	-1.5
BLACK						
ACTUAL MEAN	17.7	19.7	20.8	21.8	25.8	
PREDICTED MEAN	22.7	24.2	25.3	26.4	26.1	
MEAN DIFFERENCE	-5.0	-4.5	-4.5	-4.6	-0.3	+4.7
HISPANIC						
ACTUAL MEAN	20.2	22.1	24.2	22.1	24.1	
PREDICTED MEAN	20.7	22.4	23.5	23.4	24.2	
MEAN DIFFERENCE	-0.5	-0.3	+0.7	-1.3	-0.1	+0.4
WHITE						
ACTUAL MEAN	25.6	27.6	29.5	31.0	32.7	
PREDICTED MEAN	23.0	24.4	25.6	26.9	27.7	
MEAN DIFFERENCE	+2.6	+3.2	+3.9	+4.1	+5.0	+2.4
OTHER						
ACTUAL MEAN	20.8	20.1	27.0	24.7	25.4	
PREDICTED MEAN	22.1	22.6	25.8	25.0	25.8	
MEAN DIFFERENCE	-1.3	-2.5	+1.2	-0.3	-0.4	+0.9

LOS ANGELES DISTRICT GAA SURVEY: TABLE 27

MEANS ON SCALES BY TOTAL NUMBER OF COMPLETED COLLEGE UNITS, ASIAN VERSUS ALL OTHER RACES

TOTAL NUMBER OF COMPLETED UNITS	GENERAL ACADEMIC ASSESSMENT SCALES											
	MATHEMATICS		LITERACY		SOCIAL SCIENCE		HUMANITIES		SCIENCE		TOTAL LIBERAL ARTS	
	ASIAN	ALL OTHERS	ASIAN	ALL OTHERS	ASIAN	ALL OTHERS	ASIAN	ALL OTHERS	ASIAN	ALL OTHERS	ASIAN	ALL OTHERS
0 - 14	4.93	4.36	3.80	4.78	3.75	4.79	2.06	3.12	4.20	4.99	18.74	22.04
15 - 29	5.22	4.82	3.94	4.95	3.95	5.08	2.30	3.44	4.66	5.18	20.07	23.47
30 - 44	5.73	4.88	3.99	5.09	3.99	5.13	2.08	3.67	4.60	5.47	20.38	24.24
45 - 59	5.31	4.97	4.19	5.30	3.79	5.31	2.22	3.98	4.64	5.27	20.16	24.83
60 OR MORE	6.07	5.29	4.72	5.85	4.38	5.90	2.90	4.77	4.99	6.09	23.06	27.89
COLUMN MEANS	5.37	4.79	4.10	5.13	3.93	5.18	2.26	3.69	4.56	5.35	20.22	24.13

LOS ANGELES DISTRICT GAA SURVEY: TABLE 28

MEANS ON SCALES BY TOTAL NUMBER OF COMPLETED COLLEGE UNITS, BLACK VERSUS ALL OTHER RACES

TOTAL NUMBER OF COMPLETED UNITS	GENERAL ACADEMIC ASSESSMENT SCALES											
	MATHEMATICS		LITERACY		SOCIAL SCIENCE		HUMANITIES		SCIENCE		TOTAL LIBERAL ARTS	
	BLACK	ALL OTHERS	BLACK	ALL OTHERS	BLACK	ALL OTHERS	BLACK	ALL OTHERS	BLACK	ALL OTHERS	BLACK	ALL OTHERS
0 - 14	3.32	4.69	3.82	4.86	3.97	4.84	2.36	3.15	4.04	5.11	17.50	22.65
15 - 29	3.81	5.13	3.90	5.01	4.33	5.05	2.70	3.41	4.34	5.29	19.07	23.89
30 - 44	3.63	5.32	3.82	5.13	4.36	5.06	2.70	3.55	4.49	5.50	19.00	24.55
45 - 59	3.46	5.41	4.32	5.31	4.68	5.15	3.05	3.85	4.13	5.43	19.63	25.15
60 OR MORE	4.37	5.65	4.70	5.88	5.04	5.80	3.77	4.63	5.37	6.04	23.26	28.00
COLUMN MEANS	3.64	5.16	4.08	5.19	4.40	5.14	2.85	3.64	4.41	5.43	19.39	24.56

LOS ANGELES DISTRICT GAA SURVEY: TABLE 29

MEANS ON SCALES BY TOTAL NUMBER OF COMPLETED COLLEGE UNITS, HISPANIC VERSUS ALL OTHER RACES

TOTAL NUMBER OF COMPLETED UNITS	GENERAL ACADEMIC ASSESSMENT SCALES											
	MATHEMATICS		LITERACY		SOCIAL SCIENCE		HUMANITIES		SCIENCE		TOTAL LIBERAL ARTS	
	HISPANIC	ALL OTHERS	HISPANIC	ALL OTHERS	HISPANIC	ALL OTHERS	HISPANIC	ALL OTHERS	HISPANIC	ALL OTHERS	HISPANIC	ALL OTHERS
0 - 14	3.94	4.56	4.31	4.76	4.56	4.70	2.83	3.04	4.50	5.01	20.14	22.08
15 - 29	4.61	4.96	4.50	4.88	4.71	4.97	2.91	3.38	4.64	5.24	21.37	23.43
30 - 44	4.85	5.07	4.75	4.95	4.70	5.00	3.11	3.48	5.14	5.37	22.54	23.86
45 - 59	5.04	5.02	4.90	5.17	4.91	5.09	3.78	3.67	5.20	5.16	23.83	24.11
60 OR MORE	4.65	5.56	4.50	5.89	5.12	5.76	3.57	4.64	5.21	6.05	23.04	27.89
COLUMN MEANS	4.42	4.98	4.44	5.09	4.65	5.07	3.01	3.58	4.74	5.35	21.26	24.07

LOS ANGELES DISTRICT GAA SURVEY: TABLE 30

MEANS ON SCALES BY TOTAL NUMBER OF COMPLETED COLLEGE UNITS, WHITE VERSUS ALL OTHER RACES

TOTAL NUMBER OF COMPLETED COURSES	GENERAL ACADEMIC ASSESSMENT SCALES											
	MATHEMATICS		LITERACY		SOCIAL SCIENCE		HUMANITIES		SCIENCE		TOTAL LIBERAL ARTS	
	WHITE	ALL OTHERS	WHITE	ALL OTHERS	WHITE	ALL OTHERS	WHITE	ALL OTHERS	WHITE	ALL OTHERS	WHITE	ALL OTHERS
0 - 14	5.06	3.97	5.52	4.03	5.32	4.19	3.66	2.50	5.73	4.28	25.28	18.97
15 - 29	5.43	4.55	5.87	4.16	5.75	4.42	4.21	2.72	6.08	4.53	27.34	20.38
30 - 44	5.43	4.74	5.97	4.19	5.78	4.37	4.40	2.73	6.07	4.82	27.65	20.85
45 - 59	5.67	4.64	6.13	4.51	5.83	4.60	4.57	3.17	5.93	4.71	28.13	21.62
60 OR MORE	5.93	4.98	6.85	4.69	6.65	4.84	5.67	3.48	6.77	5.21	31.86	23.20
COLUMN MEANS	5.40	4.50	5.99	4.26	5.80	4.44	4.41	2.85	6.06	4.65	27.66	20.69

LOS ANGELES DISTRICT GAA SURVEY: TABLE 31

MEANS ON SCALES BY TOTAL NUMBER OF COMPLETED COLLEGE UNITS, OTHER VERSUS ALL OTHER RACES

TOTAL NUMBER OF COMPLETED COURSES	GENERAL ACADEMIC ASSESSMENT SCALES											
	MATHEMATICS		LITERACY		SOCIAL SCIENCE		HUMANITIES		SCIENCE		TOTAL LIBERAL ARTS	
	OTHER	ALL OTHERS	OTHER	ALL OTHERS	OTHER	ALL OTHERS	OTHER	ALL OTHERS	OTHER	ALL OTHERS	OTHER	ALL OTHERS
0 - 14	4.40	4.43	4.16	4.68	4.51	4.68	2.64	3.01	4.53	4.92	20.24	21.71
15 - 29	5.00	4.87	4.23	4.83	4.74	4.92	3.09	3.29	4.42	5.15	21.49	23.07
30 - 44	4.85	5.03	3.78	4.96	4.33	4.97	3.56	3.39	5.44	5.32	21.96	23.66
45 - 59	5.35	5.00	4.73	5.14	5.46	5.03	4.12	3.66	5.23	5.16	24.89	24.00
60 OR MORE	4.83	5.44	5.13	5.69	4.60	5.71	3.97	4.50	5.37	5.95	23.90	27.29
COLUMN MEANS	4.74	4.89	4.29	5.01	4.66	5.02	3.31	3.49	4.88	5.26	21.89	23.66

APPENDIX

This section contains:

1. Sample items for each of the five field scales.
2. A copy of the front-page questions regarding background characteristics.
3. A sample answer sheet.

GENERAL ACADEMIC ASSESSMENT SCALES: SAMPLE QUESTIONS
(All From Form A)

Math Scale Sample

36. Kate averages 10 miles per hour on her bike. At this rate how far will she travel in 90 minutes?

(A) 45 miles
(B) 10 miles
(C) 9 miles
(D) 15 miles
(E) More information is needed to solve this problem

Literary Scale Sample

These instructions are given: Most of the following sentences contain mistakes in punctuation -- comma, semicolon, colon, quotation mark, question mark, apostrophe. (A wrong mark might be used, a necessary mark might be missing, or there might be a mark of punctuation where there should be none.) A few of the sentences are correctly punctuated. Circle the letter on the answer sheet indicating the location of the error if there is one.

44. Samuel Butler asks this teasing question: "Is not a hen only an egg's way
A B C
of making another egg." (No error)
D E

Science Scale Sample

86. Iron combines with oxygen to form rust. One should therefore find that rust weighs

(A) the same as the iron it came from.
(B) the same as the oxygen it came from.
(C) less than the iron it came from.
(D) less than the oxygen it came from.
(E) more than the iron it came from.

Humanities Scale Sample

75. Which of the following artists was <u>not</u> known as an impressionist?

(A) Monet
(B) Manet
(C) Seurrat
(D) Rembrandt
(E) Renoir

Social Science Scale Sample

68. Which of the following forms the basis of all social organizations in folk societies?

(A) Kinship
(B) Cultural homogeneity
(C) Religious belief
(D) The distribution of wealth
(E) The small size of the group

LOS ANGELES COMMUNITY COLLEGE DISTRICT
AND
CENTER FOR THE STUDY OF COMMUNITY COLLEGES

STUDENT SURVEY

Dear Student:

This survey is designed to gain information helpful in planning community college courses and programs. The information it will provide is confidential; your identity will not be revealed in any way. The information will not become part of your college record.

Please complete this survey according to the directions given for the various items. Use the answer sheet provided. Don't write in the booklet.

1. On the answer sheet write in the year in which you were born.

2. On the answer sheet write in the number of units (credits) you have earned at this or any college.

Questions 3-7

On the answer sheet write in the number of college courses you have completed in each of the areas listed below.

3. English Composition, Reading

4. Humanities (for example, Anthropology, Art, Foreign Languages, History, Literature, Music and Philosophy)

5. Sciences (for example, Astronomy, Biology, Chemistry, Geology, Physics)

6. Mathematics and Computer Science

7. Social Sciences (for example, Economics, Sociology, Psychology, Political Science)

8. Which degree have you already earned?

(A) Associate
(B) Bachelor
(C) Professional or Graduate
(D) None

9. If none, by when will you qualify for an Associate degree?

(A) June, 1984
(B) June, 1985 or later
(C) Not working toward degree.

10. What is the primary reason that you are attending college? (Mark only one answer.)

(A) To prepare for transfer to a four-year college or university.
(B) To gain skills necessary to enter a specific occupation.
(C) To gain skills necessary to advance in a current occupation.
(D) To satisfy a personal interest.

11. Are you:

(A) Asian
(B) Black
(C) Hispanic
(D) White
(E) Other

12. Is English your native language or the language ordinarily spoken in your home?

(A) Yes
(B) No

13. Are you planning a career in an area listed below? Please choose only one answer.

(A) Advanced Degree Professions (e.g., engineer, lawyer, physician, professor, accountant)

(B) Allied Health (e.g., nurse, medical technician, physical therapist, dental assistant or hygienist)

(C) Applied Arts (e.g., artist, writer, musician, actor, designer)

(D) Business Operations (e.g., hotel or restaurant worker, bookkeeper, cosmetologist, office machine operator)

(E) Management and Sales (e.g., manager, insurance, stock or real estate agent)

(F) Social Service (e.g., teacher; social, welfare, or recreation worker; law or corrections officer)

(G) Technologies (e.g., engineering, electronics, or laboratory technician; draftsman, computer programmer)

(H) Trades and Crafts (e.g., construction worker, mechanic, automotive, factory, or farm worker)

(I) I don't know

(J) None of the above

Compared to other students at this college how would you rate your ability to do each of the following:

		Poor	Fair	Good	Excellent
14.	Understand the implications of scientific and technological developments	(A)	(B)	(C)	(D)
15.	Understand art, classical music, drama	(A)	(B)	(C)	(D)
16.	Understand different political ideologies	(A)	(B)	(C)	(D)
17.	Edit written material	(A)	(B)	(C)	(D)
18.	Use algebra to solve problems	(A)	(B)	(C)	(D)

PLEASE CONTINUE WITH ITEM 30 ON THE NEXT PAGE

ANSWER SHEET

FORM A

1) 19 ___ ___

2) _____
Number of Units (Credits)

3) _____
Number of English courses

4) _____
Number of Humanities courses

5) _____
Number of Science courses

6) _____
Number of Mathematics courses

7) _____
Number of Social Science courses

Please circle the correct letter

8) A B C D

9) A B C

10) A B C D

11) A B C D E

12) A B

(Keypuncher: put 9 0's here)

13) A B C D E F G H I J

14) A B C D

15) A B C D

16) A B C D

17) A B C D

18) A B C D

30) A B C D

31) A B C D

32) A B

33) A B

34) A B C D

35) A B C D

36) A B C D E

37) A B C D E

38) A B C D E

39) A B C D

40) A B C D E

41) A B C D E

42) A B C D E

43) A B C D E

44) A B C D E

45) A B C D E

PLEASE TURN THE ANSWER SHEET OVER AND CONTINUE

46) A B C D E

47) A B C D E

48) A B C D E

49) A B C D E

50) A B C D E

51) A B C D E

52) A B C

53) A B C

54) A B C D

55) A B C D

56) A B C D

57) A B C D

58) A B C D

59) A B C D

60) A B C D

61) A B C D E

62) A B C D

63) A B C D

64) A B

65) A B

66) A B

67) A B C D E

68) A B C D E

69) A B C D E

70) A B C D E

71) A B C D

72) A B C D E

73) A B C D

74) A B C D E

75) A B C D E

76) A B C D E

77) A B C D

78) A B C D E

79) A B C D E

80) A B C D E

81) A B C D E

82) A B C D E

83) A B C D E

84) A B C D E F

85) A B C D

86) A B C D E

87) A B

88) A B

89) A B

90) A B

91) A B

92) A B C D E

93) A B C D

94) A B C D E

THANK YOU FOR COMPLETING THIS SURVEY. PLEASE RETURN BOTH THE BOOKLET AND THE ANSWER SHEET TO THE PERSON COLLECTING THEM.

ERIC Clearinghouse for Junior Colleges JUN 15 1984